General Education Annual Course Assessment Form

Course Number/Title: KIN 68, Visual Representations of Sport & Culture  
GE Area: C1

Results reported for AY 2015-2016  # of sections: 2 (1 in fall 2015, 1 in spring 2016)  # of instructors: 1

Course Coordinator: Daniel Murphy  
e-mail: Daniel.Murphy@sjsu.edu

Department Chair: Matthew Masucci  
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

Fall 2015 – GELO 1: Students will be able to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.

Spring 2016 – GELO 2: Students will be able to respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO#1: 1 section, 27 students. Data show that 48% of students scored 87% or higher and 89% of students scored 73% or higher. These scores show that a majority of students are achieving GELO#1 at an average or high level.

Achievement of this GELO was evaluated from the “Final Paper” assignment. Students read theoretical essays and book chapters that outlined the ways that film has been used as an important artistic expression, focusing on the technical elements such as lighting, music, and plot. A final term paper provided an opportunity to integrate the larger themes of the class in a written evaluation of a contemporary sports film NOT screened during the semester. Students were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of the film, and discuss and critique the artistic expressions shown in these films. Film choices covered a wide range of topics including boxing, gymnastics, soccer, running, and football. Students developed knowledge and understanding of significant works of the human intellect and imagination as evidenced and produced in sport films. Students wrote about the aesthetic qualities of these films and the processes that characterized these works. Students were required to cite at least three primary sources (i.e., academic journal articles) using APA format. The instructor approved paper topics. The recommended length of the paper was 4-6 double-spaced pages. Criteria for evaluation of the paper included (1) content (2) organization/structure (3) integration of relevant theory and class materials (4) writing clarity and (5) originality.

GELO#2: 1 section, 29 students. Data show that 44% of students scored 87% or higher and 89% of students scored 73% or higher. These scores show a majority of students are achieving GELO #2 at an average or high level.

Achievement of this GELO was evaluated from data collected from the “Film Critique” assignment. Students completed analytic two film critiques (2 pages each) and incorporated a minimum of two academic references and one popular source. Critiques were written on the full-length feature films screened in class. Film critiques were done on the films: “A League of Their Own,” about professional women’s baseball in the 1940s, and “Lords of Dogtown,” about the development of skateboarding cultures in the early 1980s. Each critique had particular requirements based on the content of the film, with a focus on the artistic qualities of the films, as well as class readings and discussion. Students
were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of each sports film. It was important for students to understand the social and cultural communities shown in the films, and to understand these films as artistic and literary endeavors. Additionally, students were required to discuss the technical aspects of the film.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? The assignments seem to provide good measures of student achievement of the GELOs. Minor modifications will be made to the final paper outline to provide greater clarity to students on desired organization. New media and digital education tools (including ITunes, YouTube, IMovie, Canvas, G Hangouts, and other video editing software) have been incorporated to enhance the course experience. Sample papers will continue to be discussed in class to help students understand how to create critical media research papers that focus on artistic qualities and film in the humanities writ large.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, General Education Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the course is aligned with the Area C1 Goals, GELOs, Content, Support, and Assessment. Currently, one section of KIN 68 is offered each semester (fall and spring), and is taught by the same instructor.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

This course is in area C1, which does not have an enrollment limit. KIN 68 has an enrollment cap of 40 students. Two written film critiques (2 pages each) and a final paper (4-6 pages) are required, exceeding the writing requirement. Students upload documents to turnitin.com and receive feedback from the instructor. Students are encouraged to use campus resources including the Writing Center, Peer Connections, Media Services, and MLK Library.